Kentucky Literacy Link

A Publication of the Kentucky Department of Education (KDE)

The Death of the Writing Process

One of the wonderful things about my position as a literacy consultant is how often I get to discuss pedagogy with other professionals. I learn of innovative ideas that I'd never fathom on my own and hear of serious concerns that have yet to cross my mind. In one such conversation, a fellow educator expressed her fears that the on-demand writing assessment will precipitate the end of the writing process.

Though I hadn't ever considered the idea, I could see the basis of her concern. On-demand writing is assessed as a first draft. Teachers must prepare students for the assessment and should provide them with practice under similar conditions, thus teachers must instruct students in first-draft writing. This kind of instruction has implications beyond a singular assessment. To be college/career-ready, one must be able to communicate effectively in quick turnaround situations, such as responding to e-mails or communicating via various social media. This type of writing won't necessarily undergo the writing process as we teach it in the classroom from planning through publishing, but nevertheless has value and real-life application.

That being said, on-demand writing is not intended to replace the teaching of the writing process. Best practice is still best practice. Our students need good writing instruction that prepares them for life -- not just an assessment. We must resist the temptation of extremism and provide balanced instruction for our students. Elements of the writing process should be incorporated even in first-draft writing, though truncated due to time and other constraints (notice that structure, language and conventions are addressed in the released scoring guide). Students should still be planning, revising and editing as we all do whenever we write something we expect others to read, but it should be a natural occurrence as it is for most adults. We automatically find and correct errors, rethink sentences as we write and refine word choice. Why does it become natural? It becomes natural because we have been explicitly taught and have had extensive practice with the various stages of the writing process. The writing Program Review sets the expectation that students reflect on their own writing, receive feedback from peers and teachers and apply that learning to their work. Further, the Program Review demands that writing instruction is aligned to the standards, which specifically state that students "develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach." Best practice is *still* best practice.

This is reflected in the *Common Core State Standards.* In a good writing classroom, students will have opportunities to write over both short and sustained periods of time (W.CCR.10), for a variety of purposes and audiences (W.CCR.1-3), in multiple modes and forms (W.CCR.1-4), with varying degrees of technology usage (W.CCR. 6, 8), across content areas and in both typical and assessment-like situations (embedded throughout). There is no one type, no singular form, no box in which to place the teaching of writing. Long live good writing instruction, and long live the writing process!

MK Hardaway is a KDE literacy consultant and the editor of this publication. Contact her at kay.hardaway@education.ky.gov.

Literacy Planning Webinars

KDE is hosting a three-part webinar series to provide an overview of comprehensive literacy planning, share information and resources about an exciting new website in collaboration with KET, and provide guidance to literacy teams in planning and professional learning. The first two webinars are archived and available at http://www.education.ky.gov/KDE/Instructional+Resources/Literacy/. April webinars will be posted at the same link.

Webinar III - Instruction and Intervention
April 9 & 16 (3-4 p.m. ET)

To register, please e-mail jackie.rogers@education.ky.gov.

Classroom Spotlight: Fayette County

In July 2011, 15 interested teachers assembled to look at what student online writing might look like in Fayette County. The results are the Student Online Writing (SOW) Project. The project reflects three main principles:

- *Think Big!* The hope was that this project would be district-wide or beyond, with projects connecting classes and students from multiple schools.
- *Think Connected!* The program leverages Fayette's iNetwork, a social networking platform connected to Fayette's iSchool, the district's online learning management system on the Moodle platform. Fayette's iNetwork can serve to connect students to each other, regardless of where the student is enrolled. It can serve to drive collaborative learning projects, including group writing.
- *Think Student-Driven!* In this initiative, students are allowed to control their participation in the project and the content and writing it supports.

The project's design is derived from the *Common Core State Standards* for English/language arts, specifically, Standard 6 of the writing standards: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Although the original workshop was aimed at intermediate students, the SOW Project is open to all age levels.

Basic Assumptions of the Project

Structure: The SOW Project is an organizational template. Each individual project will have its own collaboration space and subspaces, separate from other projects.
Topic: You (in collaboration with teacher partners) select the topic, format and content of students' final product submission, based on whatever other standards and core content you want to support. The SOW Project will support any content area and any of the other writing standards.
Student-Driven: It is assumed that, as much as possible, student participants in a SOW Project will determine the spe-

cifics of what they will "write" on, who they will collaborate with and (if you so choose) the medium in which they will express themselves.
Expectations for Behavior: In keeping with the concept of student-driven learning, the SOW Project assumes that student participants in each individual project will set expectations for behavior for themselves, including appropriate commenting on individual and group work.

One Teacher's Story

Amy Ford, a teacher at Stonewall Elementary School, has used the system successfully with her students. Read the piece from her below and take a closer look at her class project here.

"This past summer, I had the privilege of helping to develop the Student Online Writing Project led by Jeff Jones. I couldn't wait to put it into action with my 4th- and 5th-grade classes when school started back up. The 4th-grade classes were divided into two teams. One team had two classes in it, and the other team

had three classes. The 5th grade was one big team. Using the topics of the American Revolution (5th) or Kentucky (4th), students created and chose a topic of interest. The topic choice determined groups. Students researched, organized, drafted, edited, revised writing pieces and then created a presentation of their choice. Mahara and Moodle are the tools we used for communicating and sharing files. As you can see from the videos, students were very focused during this project. It's definitely one I will be repeating!"

For more information on the process, see "The SOW Project Step-By-Step" for how this plays out in practice. Explore the project at http://ischool.fcps.net/course/view.php?id=2294.

A Teacher's Guide to Kentucky Writers' Day

Every April the Kentucky Arts Council celebrates Writers' Day in the Capitol Rotunda – and this year is no different. On Wednesday, April 24 at 10 a.m. ET, citizens from across the state will come together to celebrate writing in Kentucky. The celebration was established in 1990 by the Kentucky General Assembly to celebrate the anniversary of Robert Penn Warren's birth. As a Kentucky native, he was a recipient of three Pulitzer Prizes as well as

our nation's first poet laureate.

Teachers are invited to bring students to experience this celebration of the written word. Students will have the opportunity to hear recitations by Maureen Morehead, the current Kentucky poet laureate, as well as several past poets laureate. There will also be recitations by the Poetry Out Loud state champion and second-place winner – both high school students recognized for

their poetry recitation. After the program, everyone is invited to a reception where all can discuss the written word with Kentucky writers, including past poets laureate.

Bringing your students to this event can provide a personal experience that can deepen their understanding of poetry, as outlined in CCSS under "text complexity." If you would like to prepare your students

Interview with an Author: Vicky Layne- Part Two *(continued from March 2012 issue)*

Through the lens of the book she co-authored with Ellen McIntyre and Nancy Hulan, *Reading Instruction for Diverse Classrooms: Research-based, Culturally Responsive Practice (Solving Problems in the Teaching of Literacy)*, author Vicky Layne shared her thoughts on a number of pertinent issues with KDE Literacy Consultant Synthia Shelby.

How could teachers and/or media specialists utilize your book to help them improve on teaching the standards, impact their professional learning/leadership or characteristics of highly effective teaching and learning (CHETL)? Quality literacy instruction doesn't just happen. It requires study. It requires commitment. It requires action. Every chapter of our book stresses the literacy research base of effective practices, outlines princi-

ples that supports implementation and details teacher experiences with lessons on key areas of literacy instruction. As we delve deeper into the *Common Core State Standards* and the Characteristics of Highly Effective teaching instruction, teacher teams and media specialists will find a need to explore new and different strategies to support their own repertoire of strategies. They will identify with many of the practices we espouse in the text as they were developed in classrooms; but also, they will discover why different strategies may work for different students and how they can try them in their own practice.

Does your book assist teachers or schools in regard to diversifying texts within the classroom? Why is this helpful in the literacy growth of all students?

Our book includes a bibliography of multicultural texts that are certain to be found in a majority of professional libraries, classrooms and bookrooms in schools. We include several vignettes as well as two chapters where actual teachers discuss their choices for particular lessons. This is helpful in the areas of engagement, motivation and the development of a teacher's knowledge of which resources work best for which lessons or units.

What does your book offer to teachers to utilize immediately in their own classrooms?
Proven strategies are used throughout the text and lessons are outlined so that teachers can have a basis to begin. All classrooms are different, so the lessons can and should be tweaked for their individual classrooms. There are also
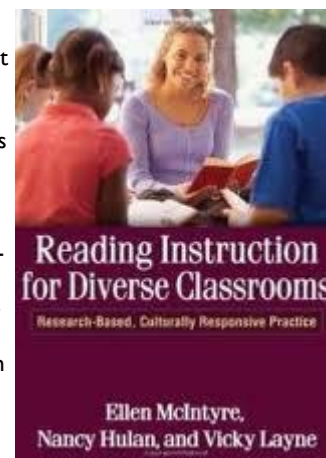
Effective Practices for Teachers of English Learners- Part III *(continued from March 2012 issue)*

This month our focus for English learners (ELs) is on ways to modify the delivery of instruction to make lessons more understandable for ELs. Before we begin our discussion, however, an important point to remember is that teachers should never modify the <u>content</u> of their lessons for their ELs. Since ELs are expected to achieve at the same high levels as all learners, the content taught should be the same rigorous material provided to all students. However, for English learners, it is essential that teachers <u>modify their lesson delivery methods</u>.

There are numerous strategies for modifying lesson delivery

that allow teachers to scaffold students' understanding of new material and information. Strategies for modifying lesson delivery for ELs include providing lots of visuals in the form of text support, pictures, demonstrations, gestures and realia (real objects) that help make the content comprehensible. Something as simple as posting written directions for students to read as the teacher shares those directions orally is very helpful to ELs. Not only can they read the directions to confirm their initial understanding, but they can refer back to them throughout the lesson.

Another strategy for modifying lesson delivery is to provide

graphic organizers such as sentence starters or sentence frames. Kylene Beers' *When Kids Can't Read: What Teachers Can Do* is an excellent resource for graphic organizers and cooperative learning strategies that work well with ELs. In her text, Beers shares graphic organizers such as "Most Important Word" and "Word Scrolls," as well as summarizing strategies such as "Somebody Wanted But So." English learners may not be as familiar with graphic organizers as their native-English-speaking peers; a KWL chart that many students have worked with extensively may be something completely new to EL students. So be sure to assess EL students'

Beyond the Classroom: Engaging Families in Education

"In the reality of today's schools, teachers are faced with providing academic support for students from varying ethnicities and socioeconomic circumstances. Teachers and administrators have a greater need to connect with their families to learn about the experiences, resources, languages and dialects children bring to school. After all, who knows the child better than the family members?" (National Center for Family Literacy, 2011, p.1)

Welcome to the inaugural article on engaging your families. Parents and family members can be your partners as you plan instruction for students; parents can be supporters of their child's overall development, including their academics; positive family-school relationships can serve as a child's protective factor; parents can be viewed as learners; and parents quickly learn to be advocates for their children. An informed family stands ready to be engaged in a child's life. Am I talking about the families in your school? The answer is a resounding "yes."

This column will share information and practical strategies for involving your parents in their children's learning. We invite your comments and best practices as evidence of what works in your schools.

Heather Weiss in *Preparing Educators to Engage Families* (2010) defines family engagement as follows:

"By family engagement, we mean the beliefs, attitudes and activities of families to support their children's learning whether at home, at school or in the community. This definition reflects the fact that families play significant roles in ensuring their children's learning, in guiding their children successfully through a complex school system, and in advocating for their children and for effective schools... Family engagement has multiple dimensions, including parental aspirations, parenting behaviors and school relationships." (p. 10)

If this definition rings true, as teachers we will need to know something about our families' beliefs, attitudes and activities. What do you know about your families? What are their aspirations for their children or for themselves? How might you discover something about your families? Have you surveyed your parents and family members? Do you know their work schedules or even their occupations? How might the

Effective Practices

familiarity with each graphic organizer and pre-teach how to use the graphic organizers, as necessary.

Another important lesson delivery modification for ELs is incorporating a variety of before, during, and after reading strategies to help students scaffold their understanding of text. Jeff Zwiers (http://www.jeffzwiers.com/resources.html) has an excellent website, which provides an amazing number of resources for teaching and modifying lesson delivery for grade 6-12 EL students.

All of these strategies for modifying lesson delivery allow teachers to make their content comprehensible for English learners. By modifying lesson delivery to EL students, teachers use the gradual release of responsibility model to move students from watching and observing through cooperative learning to doing the work on their own.

-Jayne Kraemer, Ph.D.
Title III Consultant, English Learners & Immigrant Students

Additional References:

Echevarria, J. &. (2009). Response to intervention and English learners.

http://www.cal.org/create/resources/pubs/CREATEBrief_ResponsetoIntervention.pdf

http://www.colorincolorado.org/educators/content/vocabulary/

Engaging Families

answers to these questions impact your instruction or your school's literacy plan? By knowing a family's interests, could it reflect the books you choose to read aloud to your students? Or could their interests be reflected in your choice of non-fiction titles in your class library?

How will you get to know your families? Stay tuned to the *Kentucky Literacy Link* to learn more about engaging families.

References:
National Center for Family Literacy. (2011). *Partnering with families for student success*. Louisville, KY: Author.

Bonnie Lash Freeman is an education specialist - Training/Special Projects for the National Center

for Family Literacy (NCFL). In this capacity, she manages various projects and grants focused in the areas of family literacy program development, family engagement, elementary and early childhood language and literacy development. In addition, she supports internal NCFL personnel as they strengthen their training and professional development skills and was the primary staff member to facilitate the development of NCFL's Certified Trainers—a network of family literacy professionals across the nation.

Her expertise in program development includes NCFL's Toyota Family Learning Project, the Family Literacy Corps (a national AmeriCorps project), the South Carolina Head Start Family Independence Project, the Head Start Family Literacy Project, the Parent-

Child Interaction Project (partnership with the Louisville Science Center and funded by the National Science Foundation), the Prichard Committee Commonwealth Institute for Parent Leadership, the Kentucky Reading Project and the Chase Building Readers Project.

Freeman presently serves as a commissioner representing Kentucky on the Education Commission of the States. From 2004-08, she served on the Kentucky Board of Education. Her leadership roles included chair of the Curriculum and Assessment Committee and vice-chair of the board from 2006 to 2008. She can be reached at bfreeman@famlit.org.

> *"Family is not an important thing, it's everything."*
>
> *-Michael J. Fox*

CCSSO Text Complexity Resources

The Council of Chief State School Officers (CCSSO) hosted a webinar to share tools and resources to support teachers and districts on text complexity. The webinar featured Sue Pimentel, a member of the Common Core State Standards English/language arts writing committee, as well as representatives from the Kansas and Louisiana Departments of Education. In addition to the webinar, you will find at this link a study, Measures of Text Complexity by Jessica Nelson, Charles Perfetti, David Liben and Meredith Liben. The study assessed the capabilities of six text difficulty metrics to predict reference measures of text difficulty. These six metrics were as follows: Lexile (MetaMetrics); ATOS

(Renaissance Learning); Degrees of Reading Power: DRP Analyzer (Questar Assessment, Inc.); REAP (Carnegie Mellon University); SourceRater (Educational Testing Service); and the Pearson Reading Maturity Metric (Pearson Knowledge Technologies). Additionally, the study included a seventh metric (Coh-Metrix, University of Memphis) that provides multiple indices of text difficulty.

The CCSSO English/language arts State Collaboratives on Assessment and Student Standards (SCASS) group has been developing a common version of text complexity materials for use by teachers. These include:

- Qualitative Measures Rubric
- Reader and Task Considerations Questions
- Text Complexity Template for planning

Access KDE text complexity resources (including the CCSSO documents) here. Access the CCSSO text complexity webinar and materials directly by clicking here.

CCSSO
Council of Chief State School Officers

Interview with Vicky Layne   *(continued from page 3)*

charts, student work samples and resource suggestions to help facilitate the process.

Why one more professional resource? How is it different from all the rest?
Teachers are often handed a variety of materials and told "do this, during these weeks, and look for these outcomes." Unfortunately, the focus is more on covering quantity rather than insisting on quality.

This resource is different from other texts in that it provides insight into WHY certain practices are superior to others and offers great examples of HOW to put them into practice to support all learners.

Is there anything else you would like our readers to know?
There is also a strong focus in the text on reciprocal relationship between reading and writing. Interventions for the strug-

gling learner are also addressed, as well as how to bridge the gap into digital learning.

How can people buy this resource, contact you with other questions, comments or request you to speak to their teachers/administrators?
The book can be purchased through Amazon.com, Guilford Press Publications and a variety of online booksellers. I can be reached via e-mail at vicky-layne@bellsouth.net for com-

ments, questions or speaking engagements. We also can be found on the *Reading Instruction for Diverse Classrooms* page on Facebook.

Synthia Shelby is a literacy consultant at KDE. Contact her at synthia.shelby@education.ky.gov

A Teacher's Guide to Kentucky Writers' Day *(continued from page 2)*

with poetry lessons before the event, the arts council has several free resources for you. Visit this website (http://artscouncil.ky.gov/Resources/PoetAnthology.htm) to request a set of anthologies for your

school. You also will find lesson plans on the site for poems in the anthology focusing on poem structure, metaphors, rhythm and much more.

For more information about

the event or to inquire about the possibility of a grant to provide transportation funds, please contact Rachel Allen, arts education director, toll-free at (888) 833-2787 or by e-mail at Rachel.Allen@ky.gov.

> *"Either write something worth reading or do something worth writing."*
>
> *-Benjamin Franklin*

Content Area Literacy Corner: Science

Recently, I overheard a colleague talking about using the picture book *Sheep in a Jeep* by Nancy Shaw to teach science. I had just re-read that delightful book the previous weekend after another sweep through the family bookshelf, selecting books to pass on to family and friends with younger children. I couldn't part with *Sheep in a Jeep*, because I have a wonderful memory of the entire family reading it for the first time, laughing as genuinely as you can imagine. So, this one went into the pile to keep for the grandchildren.

The book was fresh in my mind when I heard science educators talking about using it as a teaching resource. Why hadn't I thought of

that? I've used other picture books to teach science. So, I re-read *Sheep in a Jeep*, focusing on how I might use it in science class. The inferences required by the reader naturally lead to scientific exploration, and the complexity of exploration could range from primary to high school level. For example: Why do the five sheep "grunt" when they get the jeep moving? Once they get the Jeep moving, why does it speed up as it goes down the hill? Would it go faster if there were six sheep instead of five? Why do the sheep have to get help from pigs when the Jeep is in mud but could move it by themselves on a dry road? And why, when the Jeep is stopped by "gooey mud," it's not damaged too badly, but when it is stopped by a tree, the Jeep ends up "in a heap" and is not service-

able?

Sheep in a Jeep is a great book to engage kids of any age in exploring force and motion, but it's much more. Shaw's fabulous rhymes tell a great story; even though the sheep's carelessness brings them strife, they are responsible as they "sweep the heap" and put the Jeep "for sale, cheap." Margot Apple's illustrations truly bring these words to life. My revisiting of this book as a science resource highlighted a simple, yet very important pedagogical concept. *Sheep in a Jeep* is a lot of fun, and when we use engaging resources to make connections to new knowledge, learning is fun, and more likely to be lasting.

 I have learned that NSTA has produced a series of books entitled

Picture Perfect Science*, for the purpose of engaging kids through picture books to learn science concepts;* Sheep in a Jeep *is a featured book in that series.*

Melinda Curless is a STEM consultant at KDE. She can be reached at melinda.curless@education.ky.gov.
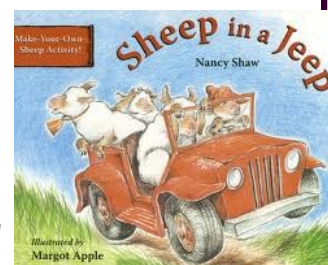
Kentucky Literacy Network for History/Social Studies

The Kentucky Department of Education's (KDE) Literacy Pilot Networks for History/Social Studies became fully operational in February 2012. Each of the eight educational cooperatives is providing three school district teams to participate in the Pilot Networks. A team consists of one middle school and one high school social studies teacher. The Pilot Networks are located at Western Kentucky University (WKU) and Morehead State University (MSU). Educational co-op teams are attending the network site that is closest to them geographically.

Teachers will come together at these network meetings to work on the Literacy Design Collaborative (LDC) modules that have been funded by the Gates Foundation and utilized by the literacy networks already operational in Kentucky. The LDC modules created by teachers will eventually be uploaded onto the new Kentucky KDE database system known as the Continuous Instructional Improvement Tech-

nology System, or CIITS. Here teachers will be able to log in and download these LDC modules and many more instructional resources for use in classroom instruction.

The Kentucky Literacy Network for History/Social Studies will have network meetings scheduled for April 2012, summer of 2012 and the 2012-13 school year.

GEEO Summer Travel Programs for Educators

Global Exploration for Educators Organization (GEEO) is a 501c3 non-profit organization that runs summer professional development travel programs designed for teachers. GEEO is offering 16 different travel programs for the summer of 2012: India/Nepal, Vietnam, Thailand/Laos/Cambodia, China, Russia/Mongolia/China, Turkey 8-day, Turkey 15-day, South Africa/Mozambique/Zimbabwe/Botswana, Morocco, Peru,

Ecuador, the Galapagos Islands and Costa Rica. Space is limited.

Educators have the option to earn graduate school credit and professional development credit while seeing the world. The trips are eight to 24 days in length and are designed and discounted to be interesting and affordable for teachers. GEEO provides teachers educational materials and the structure to help them bring

their experiences into the classroom. The trips are open to all nationalities of K-12 and university educators and administrators, as well as retired educators. Each educator also is permitted to bring along a non-educator guest.

Detailed information about each trip, including itineraries, costs, travel dates, and more can be found at www.geeo.org. GEEO can be reached 7 days a week, toll free at (877) 600-0105 between 9 a.m.-9 p.m. ET.

"Learning is not attained by chance, it must be sought for with ardor and diligence."

-Abigail Adams

KET is Looking for a Few Good Stories

Does your child have a good story to tell? Kentucky Educational Television (KET) invites children in kindergarten through 5th grade to submit their original illustrated stories to the 2012 KET Young Writers Contest.

KET will select winners at each grade level and award prizes. The first-place stories in each grade level will be published online on the KET website. Entrants must be in

kindergarten, 1st, 2nd, 3rd, 4th or 5th grade.

The 2012 contest begins February 15 and ends April 15. Read the rules, fill out the entry form, and send in those stories.

Send your work to:
KET Young Writers Contest
600 Cooper Drive
Lexington KY 40502-2296

For complete contest rules

and official entry form, go to http://www.ket.org/writerscontest/.

On-Demand Update

Have you looked at the K-PREP materials on KDE's website? As you are preparing yourself and your students for the assessment, be sure that you are aware of the resources available to you:

NEW! The on-demand writing rubric has just been released. You can access it here.

The 2011-12 K-PREP blueprints are available here.

The 2011-12 K-PREP testing times and formats can be accessed here.

You can view sample assessment items here.

For more information contact:

Assessment Information
17th Floor, 500 Mero Street,
Frankfort KY 40601
Phone: (502) 564-4394
Fax: (502) 564-7749
dacinfor@education.ky.gov

EAP in English Workshop

Please join us for the summer Early Assessment Program (EAP) in English professional development workshop: "Digital Literacies in the ELA Classroom".

When: Tuesday, July 31
Where: NKU Steely Library 240

Registration is limited to 20 11th- and 12th-grade language arts teachers. The registration deadline is July 18.

Each participating teacher will receive lunch, a packet of classroom and workshop materials, and a stipend for attending.

Workshop Agenda

8:30-9 a.m. Refreshments and welcome from Nancy Kersell, director of the EAP in English.

9-10:15 a.m. Session I: *Conducting Effective Online Research*. Presenter: Tamara O'Callaghan, NKU English Department. This session will help teachers instruct their students on how to use the Web, especially different search engines,

critically and appropriately for academic research.

10:15-10:30 a.m. Break and refreshments

10:30-noon. Session II: *Digital Storytelling and Literary Analysis.* Presenter: Ellen Maddin, NKU College of Teacher Education. This session will focus on how students can use digital storytelling to develop their writing skills and literary appreciation.

Noon-1 p.m. Lunch

1-2:15 p.m. Session III: *Juliet Cap-*

ulet is in a Relationship, and It's Complicated. Presenter: Tess Burns, Manager of Web Services and Social Media, Gateway Community & Technical College. This session provides strategies for effectively using social media to engage 21st-century learners in the ELA classroom.

To register, please contact Nancy Kersell at kerselln@nku.edu. Please include your name, school name and student grade level you teach.

Join Commissioner Holliday for a Twitter Town Hall

The Kentucky Department of Education invites teachers, administrators, district staff, parents and other education stakeholders to submit questions for Commissioner Terry Holliday's second Twitter Town Hall **Wednesday, May 23 from 4-5 p.m. ET.** Questions can be tweeted both before May 23 and during the live event from 4-5 p.m. ET. Use the hash tag **#AskDocH** to send questions.

If you don't have a Twitter account and would like to sign up for one, visit www.twitter.com. It's a free service and also offers apps for smartphones if you'd rather follow along off-PC/MAC.

The Twitter Town Hall also will be webcast live. If you would like to follow the Twitter Town Hall via live webcast, click here. To listen and/or watch, you must have Windows Media Player installed on your workstation. Once Windows Media Player is

installed, simply click on the appropriate link to hear audio-only or view the video with audio.

To install Windows Media Player on your device, please click the appropriate link below: Download the Windows version of Windows Media Player. Download the Macintosh version of Windows Media Player.

Commissioner Holliday looks forward to answering your questions on May 23.

If you have questions or concerns, we want to help. Contact:

- Renee Boss- Academic Core Branch Manager - renee.boss@education.ky.gov
- Cindy Parker - Literacy Coordinator - cindy.parker@education.ky.gov
- Kathy Mansfield- Library Consultant - kathy.mansfield@education.ky.gov
- MK Hardaway- Literacy Consultant - kay.hardaway@education.ky.gov
- Jackie Rogers- Literacy Consultant - jackie.rogers@education.ky.gov
- Synthia Shelby- Literacy Consultant - synthia.shelby@education.ky.gov

Follow us on twitter!
◊ Terry Holliday- @kycommissioner
◊ KDE- @KyDeptofEd

Feedback from the Field

We love to hear from you. Your feedback helps us to tailor the *Link* to best meet the needs of teachers. Tell us how you're using it. Tell us how you'd like to use it. Tell us what you want to see more or less of- whatever you have to say, just send it my way.

"You always amaze me. Each issue gets better and better! I love your personal article on page 1. Congrats on the "shout out" from the DOE!"
          -Kathy M.

"Love the classroom spotlight! We don't get to visit our colleagues in their classrooms enough. It's neat to see what real teachers are doing."   - Sara T.

Additional Reading and Other Resources

- *Measures of Text Complexity* by Jessica Nelson, Charles Perfetti, David Liben and Meredith Liben; available here.
- K-Prep Administration Materials
- The KDE literacy planning webinars (announced in the February and March issues) are underway. The first webinar is available here, and future webinars will be posted at the same link as they are completed.
- http://www.teachersdomain.org.special/litlab/ Links to resources, videos. From this page, scroll down and select "Literacy Plan for KY" or use the following link.
- http://tdcms.ket.org/literacycentral/int/literacycentralflash.html Links to Kentucky's Literacy Plan as an interactive website.

Your contributions of ideas and lessons that work are welcome. E-mail kay.hardaway@education.ky.gov to submit. Your submissions may be included in the *Literacy Link* to help connect teachers across the state by sharing ideas, insights and best practices.

Access this and past *Literacy Links* on KDE's website:
Click Here

EVERY CHILD
PROFICIENT & PREPARED FOR
S U C C E S S
KENTUCKY DEPARTMENT OF EDUCATION